Year 10 English Semester 2 2016

***Macbeth* Oral Assessment Task**

**Task: Working with a partner, produce an oral presentation on a scene section from *Macbeth.***

You and your partner(s) will:

* perform your section of the play effectively to the class- do plenty of rehearsal and be creative in your interpretation of the characters, use of props, costumes, multimedia, sound effects and extra performers
* give a clear, detailed and insightful explanation of the dialogue and actions to the class in your own words
* closely analyse how your section of the play fits into the overall plot, what it shows about the characters involved and how it reflects the themes of the play
* present and explain in detail at least TWO key quotations from your section and at least TWO example of figurative language
* be ready to answer detailed questions about your section from the class and teacher- you’ll need to be experts

Criteria:

1. Speaks/reads fluently and confidently, with accurate pronunciation and intonation
2. Uses eye contact, body language, voice effects, props, costumes, multimedia, etc., to engage the audience
3. Demonstrates a sophisticated understanding of language features
4. Demonstrates a sophisticated understanding of the plot, characters and themes
5. Demonstrates effective planning, preparation and organisation

**Macbeth Oral Assessment Task Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **Not Shown**  **0** | **Very Low**  **1** | **Low**  **2** | **Medium**  **3** | **High**  **4** | **Very High**  **5** |
| **Speaks/reads fluently and confidently, with accurate pronunciation and intonation** | Very little or no reading/ speaking | Limited reading/  speaking and/or many errors | Mostly clear reading/  speaking showing fairly accurate pronunciation and intonation with some errors | Clear, generally fluent reading/  speaking showing mostly accurate pronunciation and intonation | Confident, fluent reading/  speaking showing accurate pronunciation and intonation | Very confident, fluent and expressive reading/  speaking showing accurate pronunciation and intonation |
| **Uses a range of strategies such as eye contact, body language, voice effects, props, costumes, multimedia, etc., to engage the audience** | Very little or no attempt made to engage the audience | One or two strategies used to engage the audience | A few strategies used to engage the audience | Several strategies used effectively to engage the audience | Many strategies used effectively to engage the audience | Many strategies used creatively and effectively to strongly engage the audience |
| **Demonstrates a sophisticated understanding of language features** | Very little or no attempt to explain quotations or figurative language from the text | Explained at least 1 quotation and at least 1 figurative language feature but not two of each | Brief or incomplete explanations of 2 key quotations and 2 figurative language features from the text. | Accurate explanations of 2 key quotations and 2 figurative language features from the text. | Detailed and insightful explanations of 2 key quotations and 2 figurative language features from the text. | Detailed and insightful explanations of >2 key quotations and >2 figurative language features from the text. |
| **Demonstrates a sophisticated analysis and understanding of plot, characters and themes** | Little or no analysis or understanding of plot, characters and themes | Very limited analysis or understanding of plot, characters and themes | Basic but satisfactory analysis and understanding of plot, characters and themes | Good analysis and understanding of plot, characters and themes | Detailed analysis and understanding of plot, characters and themes | Detailed and sophisticated analysis and understanding of plot, characters and themes |
| **Demonstrates effective planning, preparation and organisation** | Little or no evidence of planning, preparation or organisation | Limited evidence of planning, preparation or organisation- needed a lot more | Evidence of some satisfactory planning preparation and organisation but needed more | Evidence of mostly good planning, preparation and organisation | Evidence of very good planning, preparation and organisation | Evidence of very detailed and thorough planning, preparation and organisation |

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| **UG** | **Very Low** | **Very Low +** | **Low** | **Low +** | **Medium** | **Medium +** | **High** | **High +** | **Very High** | **Very High +** |
| **< 10** | **10** | **11** | **12-13** | **14** | **15-16** | **17-19** | **20-21** | **22** | **23-24** | **25** |

(See back of sheet for further feedback)